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ABSTRACT

Described in the report is a project to develop and improve the competencies of vocational agriculture teachers in Mississippi in the adaptation and implementation of curriculums in agribusiness. In phase 1, a series of seven workshops were held focusing on development and use of occupational needs survey instruments, data analysis, and curriculum adaptation. The workshop in phase 2 concentrated on implementation of local curricular adaptations in specialized areas of agribusiness and natural resources. Project objectives, activities, and outcomes are briefly described. An outline of the workshop agenda is attached, along with participant data summary information and the budget and financial report. Also attached are project-developed sample data collection forms to be used in assessment of local employment opportunities in agricultural occupations. (NJ)

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ED124747

FINAL REPORT

EPDA Sub-Project Number 002525 (AG-1)

Workshops for Developing Competency of Instructors in Local Adoption of Curriculum in Agribusiness and Natural Resources

EPDA Sub-Project in Vocational Education
Conducted Under
Part F of Public Law 9035

Tom E. Ellis, Project Director
Mississippi State Board for Vocational Education
P. O. Box 771
Jackson, Mississippi

July 1973

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VT 102 872
CE000 2 368

FINAL REPORT

EPDA Sub-Project Number 002525 (AG-1)

Workshops for Developing Competency of Instructors in Local Adoption of Curriculum in Agribusiness and Natural Resources

The project reported herein was performed pursuant to a grant provided through the National Center for Improvement of Educational Systems, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Tom E. Ellis, Project Director
Mississippi State Board for Vocational Education
P. O. Box 771
Jackson, Mississippi

July 1973

VT 102872

Period Covered April 30 - June 15, 1973

Project Objectives

The ultimate objective of this project was to develop and improve the competencies of vocational agriculture teachers in adapting and implementing curriculums in agribusiness. In order to accomplish this the following objectives were developed:

Phase One. The primary objective in Phase One was as follows:

> To involve 244 secondary teachers and 16 post-secondary instructors in a series of seven one-day workshops designed to develop competencies in the techniques of conducting and using occupational needs surveys in making curricular adaptations in agribusiness and natural resources.

In order to meet the primary objective in Phase One of the project the following specific objectives were designed:

1. To acquaint teachers with the most recent interpretations of the concept of agricultural education as it relates to agribusiness and natural resources, especially as related to career education;

2. To train agriculture teachers in the development and use of survey instruments for conducting local occupational needs studies;

3. To train teachers in the analysis of data obtained from local occupational needs surveys;

4. To train teachers in the techniques of adapting and redirecting existing local agricultural education curriculums; and

5. To acquaint teachers with the techniques of providing realistic instruction, especially as related to occupational experience programs.

Phase Two. The primary objective of Phase Two was as follows:

> To involve 15 secondary and/or post-secondary teachers in a five-day workshop to plan and develop techniques for implementing local curricular adaptations in specialized areas of agribusiness and natural resources.

In order to accomplish the primary objective in Phase Two of the project the following specific objectives were designed:

1. To involve teachers in analyzing specialized areas of agribusiness and natural resources so as to assist state-level leaders in formulating leadership positions as related to program direction; and

2. To involve selected teachers in an in-service program for the purpose of analyzing curricular components in agribusiness and natural resources and developing competencies in planning specialized agribusiness curricula.

Project Activities

The activities involved in the conduct of the project are presented below.

Phase One. Phase One involved the conduct of seven workshops of one-day duration. These workshops dealt with making curricular adaptations in agribusiness and natural resources and focused on analysis of the local community as a basis for program planning. The workshops were held in strategic locations around the state selected on the basis of accessibility by the participants. The dates and locations of the workshops were as follows:

May 8, 1973	Mississippi Delta Junior College, Moorhead
May 8, 1973	Pontotoc Ridge Vocational and Technical Education Center, Pontotoc
May 9, 1973	East Central Junior College, Decatur
May 9, 1973	Booneville Vocational and Technical Education Center, Booneville
May 10, 1973	Monticello High School, Monticello
May 10, 1973	Pearl River Vocational and Technical Education Center, Hattiesburg
May 14, 1973	South Panola High School, Batesville

All teachers of agriculture were requested to attend the workshop located nearest the school in which they taught.

The agenda for the workshops was jointly planned by state agricultural education supervisory staff, teacher educators, and curriculum personnel. (An outline of the agenda for the series of workshops is presented in Attachment A.) All workshop sessions centered on adapting and redirecting instruction in agricultural education to meet the training needs in agricultural occupations of less than professional level. The publication entitled "Transitions in Agricultural Education Focusing on Agribusiness and Natural Resources Occupations," published by the American Vocational Association, was discussed and each participant given a copy. Curriculum materials for planning agricultural education programs prepared in 1972 were discussed in terms of usefulness and needed changes. Publications in this series are as follows:

A Guide for Planning Programs in Agricultural Education
A Guide for Planning Instruction in Agricultural Education
A Guide for Planning Instruction for Adults in Agricultural Education
A Guide for Teaching Basic Agriculture
A Guide for Teaching Agricultural Production
A Guide for Teaching Agricultural Supplies/Services
A Guide for Teaching Agricultural Mechanics
A Guide for Teaching Agricultural Products
A Guide for Teaching Ornamental Horticulture
A Guide for Teaching Agricultural Resources
A Guide for Teaching Forestry

The major topic of discussion in the workshops was making curricular adaptations based on local needs. In order to determine these needs stress was placed on the necessity of making a local community analysis. The strategies for making such analyses as well as possible data collection forms on employment opportunities were discussed. (Samples of possible data collection forms are presented in Attachment B.) Each participant was given copies of these forms for use in making studies of the communities in which they teach. Techniques for identifying agricultural business establishments and collecting accurate data were discussed. It was stressed that once the data were collected it was important that proper analytical procedures be followed and appropriate curricular changes be made.

Presenters in the workshops were as follows:

Location	Presenters
Moorhead	B. B. Robbins, M. Agri., Assistant Supervisor Raymond Brown, B.S., Teacher Trainer in Farm Mechanics Jasper S. Lee, Ed.D., Curriculum Coordinator
Pontotoc	G. G. Powell, Jr., M. Agri., Assistant Supervisor J. C. Holland, M. Agri., Executive Secretary Gary F. Beasley, Ph.D., Instructional Materials Specialist
Decatur	(Same as Moorhead)
Booneville	(Same as Pontotoc)
Monticello	B. B. Robbins Glenn See, Livestock Technician Gary F. Beasley
Hattiesburg	G. G. Powell T. E. Ellis, M. Agri., State Supervisor Gary F. Beasley
Batesville	C. M. Brewer, M. Agri., District Supervisor Glenn See Jasper S. Lee

Phase Two. Phase Two involved the conduct of one workshop to plan and develop techniques for implementing local curricular adaptations in specialized areas of agribusiness and natural resources. Fifteen teachers were selected to attend this workshop which was conducted on the campus of Mississippi State University. The teachers were selected by a committee of teacher educators, supervisory personnel, and curriculum specialists. They were selected on the basis of their involvement in specialized areas of agricultural education and the geographic location of the school in which they taught. It was felt that all geographical areas of the state should be represented among the participants.

This workshop focused on the pursuit of specialized problem areas. To accomplish this, three subcommittees were formed in the areas of curriculum, youth activities, and agricultural mechanics. The curriculum subcommittee was further divided into three groups to pursue problem areas in curriculum. These were concerned with (1) filing and library organization for an agricultural education department, (2) materials for teaching livestock judging, and (3) instructional materials for all areas of agriculture. A member of the state agricultural education supervisory staff or curriculum specialist worked closely with each committee.

Project Outcomes

Phase One. The outcomes of Phase One were as follows:

(1) Developed teacher competencies in making curricular adaptations in agribusiness and natural resources.

(2) Developed teacher competencies in conducting local community analysis studies as a basis for adapting and redirecting agricultural education curriculum.

(3) Familiarized teachers with transitions that are taking place in agricultural education.

(4) Acquainted teachers with new sources of instructional materials for providing instruction in agribusiness and natural resources.

(5) Permitted evaluation of program planning materials currently used in agricultural education.

The outcomes closely parallel those anticipated prior to conduct of the project.

Phase Two. The outcomes of Phase Two were as follows:

(1) Permitted teachers to investigate specialized instructional areas in agribusiness and natural resources.

(2) Developed a framework for promoting and expanding instruction in agricultural mechanics in the area of preventive maintenance and repair of farm machinery.

(3) Developed plans for increased involvement in youth leadership development activities and redirection of some of these activities.

(4) Located sources of instructional materials in various areas of agriculture and studied ways of filing such materials in an agriculture department library.

Problems Encountered

No real problems were encountered in the conduct of the project. A small problem related to the inability of a few teachers to participate in Phase One due to conflicts with on-going activities in the schools where they were employed. This was a minor problem and affected only a few teachers.

Dissemination Activities

Dissemination is interpreted here as the distribution of materials. The following materials were distributed to all teachers participating in the project:

(1) "Transitions in Agricultural Education Focusing on Agribusiness and Natural Resources Occupations".

(2) Sample forms for use in determining employment opportunities in agricultural occupations.

(3) "A Description and Source Listing of Curriculum Materials in Agricultural Education" (1972-1973).

Evaluation Activities

Evaluation of the project was based on informal observations by staff members and written evaluations by participants. Phase One was felt to be highly successful by project staff members. However, it dealt with subjects which are best evaluated over a period of time. The duration of the project did not permit the inclusion of long-range evaluation information in this

report. The staff of the project believes that the objectives were achieved in terms of developing competencies of teachers in techniques of conducting occupational needs surveys in making curricular adaptations.

Phase Two was viewed as being highly successful by project staff and participants. Written evaluations by teachers contained the following selected statements:

"Very good."
"Worked on some areas that needed improving."
"Information received will enable me to do a better job next year."
"Workshop will contribute much toward the betterment of vo-ag in Mississippi."
"Session in curriculum improvement has been one of the most informative and dynamic sessions I have participated in."
"I know that this week's meeting will help me in conducting my program."
"This has been a very productive effort."
"The committee on agricultural mechanics accomplished a great deal that needed attention."
"Responsibilities have been designated and these must be carried out."

Follow-Up Activities

Several follow-up activities will be a part of this project or partially derived from it. These include (1) the calling of a committee meeting by the State Supervisor of Agricultural Education composed of representatives from this and other projects to discuss problems and strategies in agricultural education, (2) the development of an intensive effort to increase instruction in the preventive maintenance and repair of farm machinery, (3) the development of a publicity program on the importance of farm machinery maintenance, (4) the compilation and printing of a suggested filing and library system for agriculture departments, (5) the compilation and printing of lists of new instructional materials, (6) redirecting certain youth leadership development activities, and (7) evaluation of agricultural education program planning materials in terms of usefulness, comprehensiveness, and authenticity.

Recommendations

A sample of teachers participating in the project was polled to determine their recommendations for the conduct of similar activities in the future. Their responses were taken in written form, some of which are listed below:

Workshop on conducting occupational experience programs
Workshop on chemical weed and insect control
Workshop on quality milk products
Workshop on meats judging

Workshop on parliamentary procedure
Workshop on livestock judging
Workshop on electricity
Workshop on agricultural machinery

It is the consensus of the project staff that workshops are needed in these and other areas, such as environmental protection, the metric system, agricultural products, agricultural supplies/services, and ornamental horticulture.

Attachment A

Outline of Agenda Used in Conducting
Workshops on Making Curricular Adaptations
in Agribusiness and Natural Resources

Outline of Agenda

Workshops on Making Curricular Adaptations
in Agribusiness and Natural Resources
May 1973

I. Vocational education curriculum for the 1970's

A. What is the role of vocational education?
B. What are the 15 clusters of occupations?
C. How is agricultural educacion related to career education?

(Reference: "Career Education" booklet)

II. Agricultural education for the 1970's

A. What is the meaning of agricultural education?
B. What is agribusiness? Natural resources?
C. What is the scope of education in agribusiness and natural resources occupations?

(Reference: "Transitions in Agricultural Education Focusing on Agribusiness and Natural Resources Occupations")

III. Meeting the need for agricultural education

A. What are the state manpower data and training needs in agribusiness and natural resources? Local?
B. What consideration should be given to special groups?

(References: "Transitions in Agricultural Education Focusing on Agribusiness and Natural Resources Occupations" and agricultural education program planning materials)

IV. Local community analysis as a basis for curriculum adaptations and redirection

A. What is meant by local community analysis?
B. Why is local community analysis important in curricular planning and redirection?
C. How is local community analysis accomplished?

(References: Agricultural education program planning materials and data collection forms for determining employment opportunities in agricultural occupations)

V. Adapting and redirecting local agriculture curriculums

A. How is community analysis a part of curricular redirection?
B. What considerations are important in planning local programs?
C. What is the role of supervised occupational experience programs?

(References: "Transitions in Agricultural Education Focusing on Agribusiness and Natural Resources Occupations" and agricultural education program planning materials)

VI. Securing instructional materials for new curricular areas

A. What are the sources of needed instructional materials?
B. What use can be made of "A Description and Source Listing of Curriculum Materials in Agricultural Education"?

(Reference: "A Description and Source Listing of Curriculum Materials in Agricultural Education)

VII. Evaluation of current program planning materials

A. What use is being made of the agricultural education program planning materials?
B. How can these be improved?

(References: Agricultural education program planning materials)

Attachment B

Sample Data Collection Forms on
Employment Opportunities in
Agricultural Occupations
Developed by Project Staff for
Use in Workshops

EMPLOYMENT OPPORTUNITIES IN AGRICULTURAL PRODUCTION (01.01)

I. Company, Firm, or Agency _____ _____ _____

A. Name of Company or Farm _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Scope

_____ 1. Size of Farm _____ 2. Value of Land and Buildings _____ 3. Value of Products Sold

E. Major Enterprises (In the blank beside each number, specify the number of acres or head of each enterprise.)

_____ 1. Beef Cattle _____ 4. Soybeans _____ 7. Swine

_____ 2. Dairy Cattle _____ 5. Poultry _____ 8. Catfish

_____ 3. Cotton _____ 6. Vegetables _____ 9. _____

F. Major Equipment Used (Specify the number of each item.)

_____ 1. Tractor _____ 3. Cotton Picker _____ 5. Planting Equip.

_____ 2. Combines _____ 4. Farm Trucks _____ 6. Cultivating Equip.

II. Employees

A. Total Number of Employees (including owners) _____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1. Farm Owner								
2. Farm Manager								
3. Agricultural Mechanic								
4. Equipment Operator								
5. Herdsman								
6.								
7.								

EMPLOYMENT OPPORTUNITIES IN AGRICULTURAL SUPPLIES/SERVICES (01.02)

I. Company, Firm, or Agency

A. Name of Company _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Major Areas of Business (Indicate by percentage the approximate scope of each area in relation to the total business.)

_____ 1. Agricultural Chemicals

_____ 2. Feeds

_____ 3. Seeds

_____ 4. Fertilizers

_____ 5. Equipment

_____ 6. Other (Specify) _____

II. Employees

A. Total Number of Employees (including owners) _____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1. Manager								
2. Salesman								
3. Secretary								
4. Bookkeeper								
5. Utility Man								
6.								
7.								

EMPLOYMENT OPPORTUNITIES IN AGRICULTURAL MECHANICS (01.03)

I. Company, Firm, or Agency

A. Name of Company _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Main Function of Company -- Sales _____ Service _____

E. Kind of Business

_____ 1. Agricultural Power and Machinery _____ 4. Water Management

_____ 2. Construction and Maintenance _____ 5. Ag. Electrification

_____ 3. Soil Management _____ 6. Other _____

II. Employees

A. Total Number of Employees (including owners) _____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1. Sales Trainee and Salesman								
2. Shop Foreman and Assistant Shop Foreman								
3. Mechanic								
4. Mechanics Helper								
5. Parts Trainee								
6. Parts Man								
7. Set-Up and Delivery Man								
8. Utility Man								
9.								
10.								

EMPLOYMENT OPPORTUNITIES IN AGRICULTURAL PRODUCTS (01.04)

I. Company, Firm, or Agency

A. Name of Company _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Major Areas of Business

_____ 1. Food Products

_____ 2. Dairy Products

_____ 3. Non-food Products

_____ 4. Inspection

_____ 5. Other (specify) _____

II. Employees

A. Total Number of Employees (including owners) _____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1. Manager								
2. Salesman								
3. Economist								
4. Inspector								
5. Utility Man								
6. Lab Technician								
7.								
8.								

EMPLOYMENT OPPORTUNITIES IN ORNAMENTAL HORTICULTURE (01.05)

I. Company, Firm, or Agency _____

A. Name of Company _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Major Areas of Business

_____ 1. Arboriculture (Shrubbery)

_____ 2. Floriculture (Flowers)

_____ 3. Landscaping

_____ 4. Nursery

_____ 5. Turf

_____ 6. Other (Specify) _____

II. Employees

A. Total Number of Employees (including owners) _____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1. Manager								
2. Salesman								
3. Landscape Gardener								
4. Bookkeeper								
5. Utility Man								
6.								
7.								

EMPLOYMENT OPPORTUNITIES IN AGRICULTURAL RESOURCES (01.06)

I. Company, Firm, or Agency

A. Name of Company _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Major Areas of Business

_____ 1. Soil

_____ 2. Wildlife (Game Farms and Hunting Areas)

_____ 3. Water

_____ 4. Fish (Recreational)

_____ 5. Other (specify) _____

II. Employees

A. Total Number of Employees (including owners) _____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1. Manager								
2. Biologist								
3. Warden								
4. Bookkeeper								
5. Utility Man								
6.								
7.								

EMPLOYMENT OPPORTUNITIES IN FORESTRY (01.07)

I. Company, Firm, or Agency

A. Name of Company _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Major Areas of Business

_____ 1. Production

_____ 2. Protection

_____ 3. Harvesting

_____ 4. Wood Utilization

_____ 5. Other (Specify) _____

II. Employees

A. Total Number of Employees (including owners)_____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1. Mill Manager								
2. Supervisor								
3. Logger								
4. Forester								
5. Utility Man (Specify)								
6.								
7.								

EMPLOYMENT OPPORTUNITIES IN AGRICULTURE, OTHER (01.99)

I. Company, Firm, or Agency

A. Name of Company _____

B. Address _____ Phone No. _____

_____

C. Name of Person Interviewed _____

D. Major Areas of Business (Specify)

____ 1. _____

____ 2. _____

____ 3. _____

____ 4. _____

II. Employees

A. Total Number of Employees (including owners) _____

B. Job Titles and Requirements for Initial Employment

Job Titles	No. Full-Time	No. Part-Time	Additional Workers Needed		Experience Required		Training Required	
			Now	Next Five Years	Yes	No	Yes	No
1.								
2.								
3.								
4.								
5.								
6.								
7.								

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0752
APPROVAL EXPIRES: 10/31/71

PARTICIPANT DATA SUMMARY
(Parts C, D, and F, Education Professions Development Act Title V, P.L. 89-329, as amended)

1. OE PROJECT NUMBER: 002525 (AC-1)

2. NAME OF SPONSORING INSTITUTION OR AGENCY: Mississippi State Board for Vocational Education

3. STATE: Mississippi

4. a. NUMBER OF PARTICIPANTS TO BE TRAINED IN THE PROJECT:

b. NUMBER OF PARTICIPANTS COVERED BY THIS SUMMARY REPORT: 185

DATA ON PARTICIPANTS

5. SEX

a. Male	185
b. Female	

6. AGE

a. under 25	21	d. 35-39	13	g. 50-54	17
b. 25-29	31	e. 40-44	11	h. 55-59	16
c. 30-34	38	f. 45-49	16	i. 60 and over	22

7. PARTICIPANTS BY WHETHER OR NOT THEY ARE VIETNAM ERA VETERANS

a. Vietnam era veterans	
b. Not Vietnam era veterans	

8. RACIAL OR ETHNIC BACKGROUND

a. Negro or black	50	d. American Indian	
b. Puerto Rican		e. Oriental	
c. Mexican-American		f. Other than the above	135

9. PARTICIPANTS BY WHETHER THEIR INCOMES ARE, OR WERE BEFORE THEY ENROLLED IN THIS PROJECT, BELOW THE POVERTY LINE

a. Below poverty line	
b. Not below poverty line	185

10. GEOGRAPHIC DISTRIBUTION OF PARTICIPANTS *(by State of employment prior to this project)*

a. Ala.		k. Ga.		u. Md.		ee. N. J.		oo. S. C.		ay. Wyo.	
b. Alaska		l. Hawaii		v. Mass.		af. N. M.		pp. S. D.		az. Canal Zone	
c. Ariz.		m. Idaho		w. Mich.		ag. N. Y.		qq. Tenn.		ba. Guam	
d. Ark.		n. Illinois		x. Minn.		ah. N. C.		rr. Texas		bb. Puerto Rico	
e. Cal.		o. Indiana		y. Miss.	X	ai. N. D.		ss. Utah		bc. Virgin Is.	
f. Colo.		p. Iowa		z. Mo.		aj. Ohio		tt. Vt.		bd. Pacific Trust Territories	
g. Conn.		q. Kansas		aa. Mont		ak. Okla.		uu. Va.			
h. Del.		r. Ky.		ab. Nebr.		al. Oreg.		vv. Wash.		be. Overseas Dep. Schools	
i. D. C.		s. La.		ac. Nevada		am. Pa.		ww. W. Va.			
j. Fla.		t. Maine		ad. N. H.		an. R. I.		xx. Wisc.		bf. Foreign	

11. HIGHEST DEGREE EARNED

a. NONE	b. H. S. DIPLOMA	c. BACHELOR'S	d. MASTER'S	e. ED. D.	f. PH. D.
		110	75		

12. OCCUPATIONAL BACKGROUND

a. Currently employed *(or within the past 5 years employed)* in the field of education	185	d. Never previously employed in the field of education by whether they were	
b. Previously employed in the field of education, but not within the past 5 years		1. Employed in other professions requiring an academic degree	
c. Never previously employed in the field of education		2. Holding an academic degree but not working	
		3. Not holding an academic degree	

13. TOTAL YEARS OF TEACHING OR OTHER EMPLOYMENT IN THE FIELD OF EDUCATION

a. NONE	b. 1-4 YEARS	c. 5-9 YEARS	d. 10-14 YEARS	e. 15-19 YEARS	f. 20 OR MORE
18	41	43	24	11	48

14. PRIMARY POSITION OR EMPLOYMENT STATUS AT PRESENT, OR IMMEDIATELY PRIOR TO PROJECT

a. IN A PRESCHOOL, ELEMENTARY OR SECONDARY SCHOOL OR SCHOOLS, OR LOCAL EDUCATION AGENCY

1. Teacher	185	5. Instructional media *(incl. librarians)*	
2. Administrator		6. Education aide or paraprofessional	
3. Supervisor		7. School volunteer	
4. Pupil personnel specialist		8. Other education position	

b. OTHERWISE EMPLOYED

1. Teacher trainer *(in institution of higher education)*	
2. In State educ. agency	
3. Non-education position	
4. Student	

OE FORM 7214, 6/70 REPLACES OE FORM 7214, 6/69, WHICH IS OBSOLETE.

DATA ON SCHOOLS OF PARTICIPANTS

(NOTE: Distribute into each of the following items (15, 16, 17, 18, 19a, 19b, 19c, 19d, and 19e) only the number of participants who have been classified in item 14a, by the category in each item which best describes the nature of their schools. Exclude participants classified in item 14b.)

15. SCHOOL OR SYSTEM, BY CONTROL		16. GRADE LEVELS WITH WHICH THE PARTICIPANTS' ASSIGNMENTS USUALLY RELATE					
		a. Preschool		d. Jr. High (7-9)	X	g. Elem. & Sec.	
a. Public		b. K - Gr 3		e. Sr. High (10-12)	X	h. Post-Sec. Vocational	
b. Nonpublic		c. Elem (K-6)		f. Secondary (7-12)		i. Adult Education	X

17. AREA OF SERVICE OF SCHOOL OR SYSTEM WHERE EMPLOYED *(predominant characteristic)*

a. Rural or small town - general population		d. Urban - poverty area	
b. Rural or small town - poverty area	X	e. Suburban	
c. Urban - general population			

18. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM FAMILIES AT OR BELOW THE POVERTY LINE

a. 0%		d. 20-29%		g. 50-59%		j. 82-89%	
b. 1-9%		e. 30-39%	X	h. 60-69%		k. 90-100%	
c. 10-19%		f. 40-49%		i. 70-79%			

19. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM SPECIFIED MINORITY RACIAL OR ETHNIC BACKGROUNDS

A. NEGRO OR BLACK		B. PUERTO RICAN		C. MEXICAN-AMERICAN		D. AMERICAN INDIAN		E. ORIENTAL	
a. 0%		a. 0%		a. 0%		a. 0%		a. 0%	
b. 1 - 9%		b. 1-9%		b. 1-9%		b. 1-9%		b. 1-9%	
c. 10-19%		c. 10-19%		c. 10-19%		c. 10-19%		c. 10-19%	
d. 20-29%	X	d. 20-29%		d. 20-29%		d. 20-29%		d. 20-29%	
e. 30-39%		e. 30-39%		e. 30-39%		e. 30-39%		e. 30-39%	
f. 40-49%		f. 40-49%		f. 40-49%		f. 40-49%		f. 40-49%	
g. 50-59%		g. 50-59%		g. 50-59%		g. 50-59%		g. 50-59%	
h. 60-69%		h. 60-69%		h. 60-69%		h. 60-69%		h. 60-69%	
i. 70-79%		i. 70-79%		i. 70-79%		i. 70-79%		i. 70-79%	
j. 80-89%		j. 80-89%		j. 80-89%		j. 80-89%		j. 80-89%	
k. 90-100%		k. 90-100%		k. 90-100%		k. 90-100%		k. 90-100%	

AREA OF SPECIALIZATION *(if employed in an institution of higher education)*

20. PARTICIPANTS EMPLOYED IN INSTITUTIONS OF HIGHER EDUCATION - THOSE PARTICIPANTS DISTRIBUTED IN THE FIRST CATEGORY OF ITEM 14b, AS "TEACHER TRAINERS" - BY AREA OF SPECIALIZATION NONE

a. ARTS OR SCIENCES	b. EDUCATION	c. OTHER

TYPE OF POSITION FOR WHICH PARTICIPANTS ARE PREPARING

21. ALL PARTICIPANTS BY WHETHER THIS PROJECT IS PREPARING THEM TO ENGAGE IN A DIFFERENT TYPE OF POSITION

a. Preparing for same type of position as at present *(as reported in item 14)*	185
b. Preparing for a different type of position *(include teachers who are preparing to teach a different subject)*	

c. Participants in category b. above by type of position being prepared for

1. Teacher *(of a different subject)*		6. Educational aide or paraprofessional	
2. Administrator		7. School volunteer	
3. Supervisor		8. Other educational position *(in a school)*	
4. Pupil personnel specialist		9. Teacher trainer *(in an institution of higher education)*	
5. Instructional media specialist *(including librarian)*			

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

BUDGET AND FINANCIAL REPORT

FORM APPROVED
BUDGET BUREAU NO. 51-R1504

GRANT/CONTRACT NUMBER
002525 (AG-1)

TITLE OF PROGRAM REPORTED
Workshops for Developing Competency of Instructors in Local Adoption of Curriculum in Agribusiness and Natural Resources

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
Mississippi State Board for Vocational Education
P. O. Box 771 Jackson, Mississippi 39205

	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES		BUDGETED	EXPENDED	BALANCE
1	DIRECTOR				
2	SECRETARIAL AND CLERICAL				
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO. 0			
5	PART-TIME INSTRUCTORS	NO. 2			
6	LABORATORY ASSISTANTS	NO. 0			
7	INSTRUCTIONAL ASSISTANTS	NO. 0			
8	LECTURERS AND/OR CONSULTANTS	NO. 3			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*				
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL				
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS				
13	INSTRUCTIONAL SUPPLIES, ETC.				
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*				
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*				
	C. STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS ~~XXX~~ travel	NO. 185	$2500.00	2433.33 $2500.00	67 0
19	DEPENDENTS PAID	NO.			
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		$2500.00		
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		$2500.00		
22	INDIRECT COSTS *(0 percent of Line 21)*		Waived		
23	**GRAND TOTAL** *(Sum of Lines 21 and 22)*		$2500.00		67

TYPED NAME OF DIRECTOR	SIGNATURE OF DIRECTOR	DATE SIGNED
T. E. Ellis	T. E. Ellis	July 25, 1973
TYPED NAME AND TITLE OF FINANCIAL OFFICER	SIGNATURE OF FINANCIAL OFFICER	DATE SIGNED
George LaFollette	George LaFollette	

OE FORM 7203 1-68 REPLACES OF FORM 4011, WHICH IS OBSOLETE